

Table 1. The characteristics of high quality teaching in reading from *Standards of the English Language Arts*, a reanalysis of *Prospects* data, the *National Reading Panel Report*, and two studies of “Beating the odds” teachers categorized according to the 7 categories used in the High Quality Teaching Study.

| High Quality Teaching Categories | Curriculum Standards (IRA & NCTE, 1996) | Large-Scale Study (Rowan et al. , 2002) | Meta-analysis (NRP, 2000) | Observational Study (Taylor & Pearson, 2002) | Case Study (Morrow et al., 2002) |
|----------------------------------|--|---|---|--|----------------------------------|
| Teacher Activity | Creative and flexible instruction to build on students’ language | | For text comprehension, ask questions, demonstrate, model, explain; for vocabulary, | Coach rather than tell. Ask text-based and higher order questions. | Model, ask questions, read aloud |

| | | | | |
|--|--|--|--|--|
| | proficiencies and experiences. No one “right” way. | explicit instruction for low ability readers and implicit instruction for high ability | | |
|--|--|--|--|--|

| | | | | |
|------------------|---|---|--|--|
| Student Activity | Read, write, talk, listen for a purpose Question, brainstorm, hypothesize, | Complete graphic organizers, answer questions, generate | Write about reading. Participate in sustained silent reading. | Read, write, discuss for a purpose. Participate in sustained silent reading. Read |
|------------------|---|---|--|--|

| | | | | | |
|--|------------------|--|-------------------------------------|--|--------|
| | reflect, imagine | | questions; read aloud repeatedly | | aloud. |
|--|------------------|--|-------------------------------------|--|--------|

| | | | | | |
|---------------------------|---|---|--|---|---|
| Classroom Organization | Variety including whole class, dyads, and small groups | Amount of time spent in whole class instruction (d=.09). | Cooperative learning for comprehension instruction; small group and individual paired with adult for alphabets. | High amounts of small group instruction. Lower amounts of whole class instruction or independent activity. | Variety of types including individual, dyads, small groups, and whole class depending on the activity. |
|---------------------------|---|---|--|---|---|

| | | | | | |
|---------|----------------|---------------|----------|------------|----------------|
| Content | Strategies and | Word analysis | Phonemic | Word level | Strategies and |
|---------|----------------|---------------|----------|------------|----------------|

| | | | | |
|-----------------|------------------|-------------------|----------------|----------------|
| processes for | (d=.10), | awareness | analysis much | processes for |
| comprehending, | comprehension | instruction | more frequent | comprehending, |
| composing, | (d=.17), and | (d=.53), phonics | than | composing, and |
| fluently | writing (d=.18). | instruction | comprehension. | using language |
| identifying | | (d=.41), fluency | | conventions. |
| words, and | | instruction | | |
| identifying and | | (d=.50); | | |
| using language | | vocabulary | | |
| conventions | | instruction; | | |
| | | comprehension | | |
| | | monitoring, story | | |
| | | structure; | | |
| | | multiple | | |
| | | strategies | | |

| | | | |
|-----------------------|---|---|---|
| Context | Strategies for using background knowledge to construct meaning | | |
| Classroom Behavior | Students actively participate in literate activities. | High amounts of time when students were on task. | High amounts of time when students were on task. |

| | | | |
|--------------------------|--|--|---|
| Technology/ Materials | Using a variety of types of technology, both print and nonprint text; fiction and nonfiction genres, classic and contemporary works, easy and challenging, from diverse cultures. | Speech to text software; hypertext; word processing | Poetry, plays, advertisements, and expository texts across the content areas. |
|--------------------------|--|--|---|

Note: This table only displays results that were positively related to effective teaching. For example, Rowan et al. (2002) also reported that the amount of time that teachers either presented or explained material, monitored student performance, led discussion groups, or provided feedback on student performance did not have statistically significant effects on students' growth in reading and individualized instruction was negatively related.